



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL

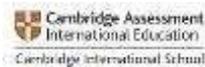
FESTIVAL CITY

—  
 Al-Futtaim Education Foundation

KS5 (IB) Handbook

***“Forever learning, forever achieving”***

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## Welcome

I would like to take this opportunity to welcome both new and returning parents to Key Stage 5 (IB) at Deira International School (DIS). Thank you for taking the time to read this handbook and hopefully it will give you an insight into KS5 at DIS. I am extremely privileged to join you as we embark on the most important educational years for you and your child.

In Key Stage 5 at Deira International School, all students study a two-year International Baccalaureate Programme. Students will participate in either the International Baccalaureate Diploma Programme, Courses Programme or the Career-Related Programme. All pathways are international in their curriculum content, recognised by universities and employers around the world and combine in-depth academic study with activities that encourage a sense of adventure and social responsibility.



At Deira International School, we also recognise the importance of developing students' social skills. Throughout Key Stage 5 students will have the opportunity to be involved in a wide range of extracurricular activities including Model United Nations, Duke of Edinburgh Awards Scheme, music and talent concerts, sports competitions, art exhibitions, debating conferences, local and national educational trips, AI Futtaim work placements and educational conferences.

In all areas of school life, students are supported by an outstanding group of teachers. Staff are passionate and dedicated, they will guide and lead through both times of success and uncertainty. Academically, you can expect students to be challenged in all areas of the curriculum with extension or reinforcement work where appropriate.

Every student's progress is tracked and monitored closely throughout the IB course. A variety of intervention strategies will be used to allow students to succeed in all areas of the curriculum. A calm, purposeful and caring environment is created through mutually respectful relationships between staff and students.

As students return back to school and enter a new academic year, they will be feeling a range of feelings and emotions. At DIS, we understand the importance of providing a smooth and seamless transition from one year to the next. Our outstanding pastoral team are on hand to support students every step of the way to ensure all students can excel and achieve their full potential.

On reading this booklet, if you have any queries please do reach out to me and I will be more than happy to support. As we move through the year, you will be kept up to date on any key changes.

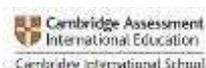
Your involvement throughout the year and in your child's education can make all the difference and I would like to thank you in advance for your support.

Yours Faithfully

Brian Cleary

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**IB Team 2020/2021**



Ms Forster  
**Year 12 Year  
Learning Coordinator**



Mr Egan  
**Year 13 Year  
Learning Coordinator**



Mrs Masand  
**Assistant IB  
Coordinator**



Mrs Thomassan  
**IB Career – Related  
Programme Coordinator**



Mrs Ayaz  
**Head of University and  
Careers Counselling**



Mr Marshall  
**Creative, Activity and  
Service Coordinator**



Mr Hann  
**Theory of Knowledge  
Coordinator**

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## Key Stage 5 Team

Mr Brian Cleary Head of Key Stage 5 – IB Coordinator

### Year 12 Learning Coordinator

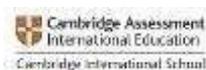
Group		
12A	M27	Nazia Mohyuddin
12B	U19	Kalsoon Akhtar
12C	M7	Timothy Hann
12D	U6	Rocio Garcia
12E	M16	Michael Thomasson
12F	M3	Ruth McHelm

### Year 13 Learning Coordinator

Group		
13A	U18	Gary Hembry
13B	U7	Mary Assaad
13C	M12	Nathan Stanley
13D	U2	Valerie Vogel
13E	U1	Asna Oulghazi
13F	M1	Farooq Akhtar

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## DIS Vision, Mission and Values

### DIS Vision:

To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens.

### DIS Mission:

At DIS we believe all students fulfil their potential in an inclusive, forward thinking and safe environment, in which each child's individuality is valued and encouraged. Our committed team of educators provide opportunities for creativity and global awareness through a holistic and nurturing curriculum. They hold high expectations, use innovative learning and teaching approaches and encourage the celebration of cultural diversity. We foster partnerships where students, parents, staff and the wider community actively support and contribute to the achievement of the DIS Vision.

### DIS Values:

At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

### DIS Motto:

"Forever learning, forever achieving"

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## I am DIS

At DIS we pride ourselves on our three core 'I am DIS' values which are Determined, Innovative and Successful. We expect our students to develop and model these values in all areas of school life. As students move through the academic year they will be given various opportunities to develop, demonstrate and celebrate our core values both in and out of the classroom.

### Determined

I show **bravery** by accepting challenges even when they are difficult. I am **grateful** and thankful for the opportunities I have. I am **kind** and respectful to pupils and staff without expecting anything in return. I am resilient and show **perseverance** even in the face of disappointments. By treating everyone equally I show **fairness**. I am **honest** about myself and others and take responsibility for my actions.

### Innovative

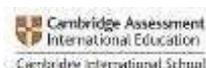
I am **creative** and come up with new ideas. I develop my **curiosity** by looking for new ways to see the world around me. I use my **judgement** to make decisions based on evidence. By giving advice to others I can show **perspective** using my knowledge and experience. I am **prudent** through planning carefully for my future. By contributing to group work I demonstrate my **teamwork** skills.

### Successful

I can recognize and **appreciate excellence** of others. I know my strengths and talents but demonstrate **humility** as I am humble in my efforts to succeed. I show good **leadership** by working in groups and ensuring all in the group contribute and work cohesively. I have a **love of learning**, therefore I am motivated to deepen my knowledge or achieve new skills. My energetic attitude and enthusiasm is a result of my **zest for life**. I show **self-regulation** and self-control of my emotions, feelings and actions in my strive to be the best version of myself

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## Key stage 5 Curriculum

In Key Stage 5 at Deira International School, all students study a two-year International Baccalaureate Programme. The programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

An IB education at DIS aims to transform students as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need for academic and personal success.

Students will undertake in either the International Baccalaureate Diploma Programme, Courses option or the Career-Related Programme. All pathways are international in their curriculum content, recognised by universities and employers around the world and combine in-depth academic study with activities that encourage a sense of adventure and social responsibility.

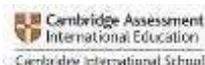


### IB Diploma

IB Diploma students will study six subjects, three at higher level and three at standard level from the six IB groups. Diploma students will also undertake the diploma core elements of extended essay, theory of knowledge and creativity, activity and service.

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### IB Courses

IB courses students will study six subjects with flexibility on the number studied at higher level and standard level. Courses students will also undertake the diploma core element of creativity, activity and service.



### IB Career- Related Programme

IBCP students will study at least three IB subjects. Students can choose to study each subject at higher level or standard level. IBCP students will also undertake the core elements of personal and professional skills, reflective project, service learning and language development.

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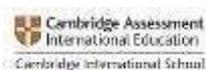


## IB Subject Groups

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Studies in Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Mathematics	The Arts and Electives
English Language and Literature HL / SL	Arabic A Literature HL/SL	Business Management HL / SL	Biology HL / SL	Math Analysis and approaches HL / SL	Theatre HL/SL
BTEC Business (CP Only)	French B HL/SL	History HL / SL	DT HL/SL	Math Application and Interpretations HL/SL	Visual Arts HL/SL
BTEC Travel and Tourism (CP Only)	Spanish Ab Initio SL	Information and Technology in Global Society HL / SL	Sports Science HL/SL		
	Arabic B HL/SL	Geography HL / SL	Physics HL / SL		
	French Ab Initio SL	Economics HL / SL	Chemistry HL / SL		
	Spanish B HL/SL	Psychology HL / SL	Computer Science HL/SL		
		BTEC Travel and Tourism (CP Only)	Environmental Systems and Societies (ESS) SL		
		BTEC Business (CP Only)	BTEC Business (CP Only)		
			BTEC Travel and Tourism (CP Only)		

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## Approaches to Teaching and Learning

Teaching the same six approaches underpin teaching in the DIS IB programme. The approaches are designed to give teachers the flexibility to choose specific strategies to employ that best reflect our school's context and the needs of our students.

In the DIS IB programme, teaching is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment

The DIS IB focus on approaches to learning are grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.

The five categories are:

- Thinking skills, including areas such as critical thinking, creative thinking and ethical thinking.
- Research skills, including skills such as comparing, contrasting, validating and prioritizing information.
- Communication skills, including skills such as written and oral communication, effective listening, and formulating arguments.
- Social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution.
- Self-management skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation

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## IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. At DIS, we are committed to the development of students according to the IB learner profile.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively-, listening carefully to the perspectives of other individuals and groups
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience <b><i>“Forever learning, forever achieving”</i></b>

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Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change
Balanced	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

## IB Diploma Core

The IB Diploma core contributes 3 points to a student's total points score. The points achieved are based on students' performance in Theory of Knowledge and Extended Essay. Each component is graded A-E. The matrix below indicates the points achieved for each grade combination.

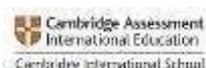
## The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

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## IB Teaching and Learning Platforms

The Secondary School uses Go4Schools as a method for tracking assessment, homework, behaviour and attendance throughout the year. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. Parents and students can access all information via the go4schools application.

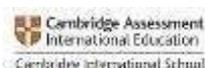


## Managebac:

Managebac is the leading management system globally for the IB. It is designed for the modern IB programme. The management system allows teachers, students and parents to effectively track student progress through the IB programme. Managebac is used for student communication, setting of deadlines, sharing off resources, student submissions of coursework and teacher marking and feedback. Each parent will have Managebac access where they can track student messages and upcoming deadlines.

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## Conditions for the Awarding of the IB Diploma

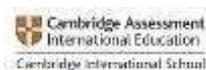
Students can achieve up to 42 points in the IBDP for completing their 6 subjects at a Level 7. In addition, a maximum of 3 Core points may be gained from a candidate's combined Extended Essay and Theory of Knowledge grades. 45 points is the maximum number of possible points to be obtained for the IB Diploma. A candidate must gain a minimum of 24 points in order to be awarded the IB Diploma. However, there are some restrictions on the way in which these points are achieved. At least 12 points will need to be attained in the HL courses. At least 9 points will need to be attained in the SL courses. Student's cannot achieve a failing grade on either the Extended Essay or TOK course and must complete CAS requirements. A higher-level subject requires a minimum of 240 hours of classroom study whereas a standard level subject requires 150 hours of classroom study.

## Conditions for the Awarding of the IB Career-Related Programme

The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of three Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies. For IBCP students, they must achieve a minimum level three in each of their Diploma course subjects. For their BTEC Level 3 Diploma, student must achieve a passing grade. In addition, student must complete the core aspects of Personal and Professional Skills, Service Learning, Language Development. Student's cannot achieve a failing grade in the Reflective Project.

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## Key Stage 5 Grading and Reporting

### Target setting

Target setting is important at DIS to ensure student progress is accelerated. Target setting should be used to motivate and aspire students to achieve the highest grade possible. Our philosophy believes that every student can achieve the very highest grades and that there should be NO ceiling on this. So that teachers are even more aspirational for their students, we set them an **Aspirational Target (ATG)**. The ATG is set using a range of indicators such as CAT, MEG and a teacher's professional judgment to give an indication to students of the grade they could really go for and achieve if they give it their all.

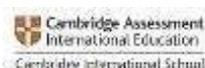
### Grade Descriptors

Attainment Grades	Description
<b>CWG – Currently Working at Grade</b>	The grade the student is presently working at, based on accurately assessed work.
<b>AG – Anticipatory Grade</b>	This is the grade the teacher believes the student will get, based on their current performance. This is always a whole grade.
<b>End of Year Grade</b>	The Grade achieved at the end of the year. This is always a whole grade.
<b>Mock</b>	This is the full grade achieved in mock examinations. This is always a whole grade.

Target Grades	Description
<b>ATG – Aspirational Target Grade</b>	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement. This is always a whole grade.

Attainment Grade Descriptor								
The table below show grade equivalencies across qualifications. Expected attainment considered a recognised pass.								
Key Stage 3			Key Stage 4 - IGCSE		Key Stage 5 - IB		BTEC	
Year 7	Year 8	Year 9	Year 10 and 11		Year 12 and 13	Extended Essay and TOK	BTEC Level 1	BTEC Level 2/3
9	9	9	9					
8	8	8	8	A*				Distinction*
7	7	7	7	A	7	A		Distinction
6	6	6	6	B	6	B		Merit
5	5	5	5	C	5	C		Pass
4	4	4	4	C	4	D	Distinction	Working Towards
3	3	3	3	D	3	E	Merit	
2	2	2	2	E	2		Pass	
1	1	1	1	F/G	1		Working Towards	
U	U	U	U	U	U	U	U	U
<b>Above Expected Attainment</b>								
<b>Expected Attainment</b>								
*Attainment as defined by KHDA. As a school we expect our students to achieve significantly higher than expected attainment.								

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## Students Attitude to Learning and Homework Grading

It is important to have accurate data on a student to find out where the student is underperforming or where they could improve. To support this, teachers can make a judgement on each student's attitude to learning and home learning throughout the year by adding this to the respective markbook in Go4schools. To ensure we have consistency across all subjects, the below definitions and descriptors should be referred to when making a judgement on a student.

### Descriptors

Key	Descriptor
<b>Attitude to Learning (ATL)</b>	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to and developing the IB Learner Attributes.
<b>Home Learning (Homework)</b>	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.

ATL Grade	Description
<b>Outstanding*</b>	A highly motivated and committed student with an outstanding attitude to learning.
<b>Very good</b>	A hard-working and committed student with a very good attitude to learning.
<b>Good</b>	A hard-working student with a good attitude to learning.
<b>Satisfactory</b>	A student working at a standard level with an acceptable attitude to learning.
<b>Weak</b>	A student who does not always participate effectively with an unsatisfactory attitude to learning.
<b>Unacceptable</b>	A student who is not motivated or committed and their attitude to learning is a cause for concern.
<b>n/a</b>	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager

Home Learning	
<b>Green**</b>	Usually completed to above expected standards.
<b>Amber</b>	Usually completed to expected standards.
<b>Red</b>	Usually incomplete or below expected standards.
<b>n/a</b>	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager

## Attendance and Punctuality

On each report parents will receive a percentage for their child's attendance up until that date along with the number of times they have been late. Please refer to the attendance section of this handbook for further details.

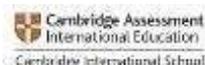
Reporting periods

At DIS we understand the importance of regular monitoring of students. Every student will receive an achievement report on attainment, progress, attitude to learning and attendance and punctuality 3 times each academic year. All students will receive a written report once per year for each subject

### Sample report

Subject	Level	ATG	AG	Progress	Attitude to Learning (ATL)	Home Learning	Group teacher(s)
Arabic A	n/a	7	7	On target	Outstanding	Amber	<b>Mr M El Hayek</b>
Biology	HL	7	7	On target	Outstanding	Green	<b>Ms H Smith, Ms L Henderson, Ms L Parsons</b>
Chemistry	HL	6	5	Below target	Outstanding	Green	<b>Mr A Ali, Mrs V Masand</b>
English A: Lang & Lit	SL	6	6	On target	Outstanding	Green	<b>Ms S Housley-Stott</b>
French B	SL	6	6	On target	Outstanding	Green	<b>Ms V Vogel</b>
Islamic A	n/a	7	7	On target	Very good	Green	<b>Mr Y Al Koud</b>
Maths Analysis SL	SL	6	5	Below target	Outstanding	Green	<b>Mr M Ali, Mr N Bloom, Ms K Fairman</b>
Psychology	HL	7	7	On target	Outstanding	Green	<b>Mrs N Mohyuddin, Mrs R Quinton</b>
Report Key							
ATG	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement.						
AG	This is the grade the teacher believes the student will get based on their current performance.						
Attitude to Learning (ATL)	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to the IB Learner Profile.						
Home Learning	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.						
Attitude to Learning (ATL)							
Outstanding	A highly motivated and committed student with an outstanding attitude to learning.						
Very good	A hard-working and committed student with a very good attitude to learning.						
Good	A hard-working student with a good attitude to learning.						
Satisfactory	A student working at a standard level with an acceptable attitude to learning.						
Weak	A student who does not always participate effectively with an unsatisfactory attitude to learning.						
Unacceptable	A student who is not motivated or committed and their attitude to learning is a cause for concern						
n/a	Not applicable for this subject						
Home Learning							
Green	Usually completed to above expected standards.						
Amber	Usually completed to expected standards.						
Red	Usually incomplete or below expected standards.						
n/a	Not applicable for this subject.						
Session Attendance Information					Behaviour Information		
Percentage attendance:	100.00%			Positive points:	365		
Attendance:	225			Negative points:	-2		
Authorised absences:	0			Current ranking:	2/94		
Unauthorised absences:	0						
Possible sessions:	225						

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## Reporting Schedule

Year 12	
Date	Grade Reported
<i>December</i>	End of Term 1 Report Grade
<i>March</i>	End of Term 2 Report Grade
<i>June</i>	End of Term 3 Report Grade and EOY Examination Grade

Year 13	
Date	Grade Reported
<i>October</i>	Examination Week Grades
<i>December</i>	End of Term 1 Report Grade
<i>January</i>	Mock Examination Report
<i>March</i>	End of Term 2 Report Grade and Written Report

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## Key Stage 5 (IB) School Timings

Please note that Year 12 students only will return to school on Sunday the 29<sup>th</sup> of August from 7:50 to 12:10 for an IB induction day. Year 13 students will return on Monday the 30<sup>th</sup> of August.

Our school day timings from Sunday to Thursday are as follows:

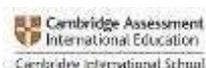
School Arrival	
Saluki & Falcon	7.25 - 7.35am
Tahr & Orxy	7.35 - 7.45am

## Key Stage 5 (IB) School Day: 8am to 15:30 pm

07:50 - 08:50	Lesson 1
08:50 - 09:50	Lesson 2
09:50 - 10:10	<b>Break</b>
10:10 - 11:10	Lesson 3
11:10 - 12:10	Lesson 4
12:10 - 13:10	<b>Lunch</b>
13:10 - 14:10	Lesson 5
14:10 - 14:30	Tutor Time
14:30 - 15:30	Lesson 7
15:30 - 16:30	CCA's (Optional)

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## Registration

Students are late if they are not sat down in their first lesson by 7.45am. The national anthem starts at 7:48am.

Punctuality and lateness is recorded and monitored every lesson. It is essential that students are on time for school and each lesson to ensure they are safe and learning time is maximized. Arriving on time for school/lessons is rewarded regularly by the school and reported to parents annually.

## Late Arrivals

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the senior leadership team and where needed, the school Head Teacher. We understand that there may be infrequent situations when you are unavoidably delayed if this is the case, please call the school by 7.30am to inform our reception team of your child's lateness.

**After 8am, only gate 1 will be open to enter the school site.**

If your child arrives after 8am he/she must go to the Secondary Reception desk to collect a 'late slip' before going to join his/her class. This ensures that the Reception Team marks the child as 'present' in the Register so that we always know how many students are on site in case of an emergency. If the child arrives at class and does not have this 'Late Slip' from Reception, the teacher will ask him or her to return to Reception to collect one; this ensures all students are accounted for.

Any arrivals after 8.30am will have to enter the school via the main school reception, as the secondary reception will be closed.

## Absences

Students are expected to be present throughout the year to fully participate in the academic programme. Extended holidays and vacations interrupt and impact the student educational progress and routine.

## Sickness

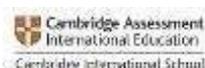
If your child is unwell, please keep him/her at home until he/she is well enough to cope with a busy school day. This is particularly important to prevent the spread of any communicable disease and a good rest will speed up recovery.

If your child will be absent due for any reason please email [sabsences@disdubai.ae](mailto:sabsences@disdubai.ae) explaining your child's illness/reason for absence.

If a student is absent for more than one day, a medical certificate should be emailed to [sabsences@disdubai.ae](mailto:sabsences@disdubai.ae). As part of our first response procedures, should you not have emailed us by the time we have taken registrations we will text/call you asking where your child is and why they are absent.

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## IB Signing out of School Procedure

### **Step 1: Notification – 24-hour notice**

Notification must be sent 24 hours before your departure by your parent/guardian via e-mail to– Mr. Egan or Miss Forster. [degan@disdubai.ae](mailto:degan@disdubai.ae) [jforester@disdubai.ae](mailto:jforester@disdubai.ae)

Mr Egan/Miss Forster will prepare a signing out slip for you and give it to you or your tutor during registration. Students should avoid making this request unless absolutely necessary, as an IB student every effort should be to remain in school, attend all lessons and make appointments after 3pm.

<b>Authorised</b>	<b>Unauthorised</b>
<ul style="list-style-type: none"><li>• Approved medical appointments</li><li>• Approved dental appointments</li><li>• 1<sup>st</sup> Driving test</li><li>• Visa/passport renewals</li><li>• Emergencies (24-hour can be waived)</li></ul>	<ul style="list-style-type: none"><li>• Non-emergency medical appointments</li><li>• Non-emergency dental appointments</li><li>• Driving lessons/repeat driving tests</li><li>• Leaving school at break/lunchtime</li><li>• Study periods</li></ul>

### Step 2: Teacher/HOD Approval

It is your responsibility to find the teacher/s of the lesson/s you will miss due to requesting to leave early and get each signature. (Students must do this in their own time during Break or Lunchtime)

The student is responsible for catching up on missed work and permission will not be granted if work is due, a test has been scheduled or at the discretion of the teacher/HOD.

### **Step 3: Authorised Departure**

In the event the request is approved you are to bring the slip to a member of the IB Team and gain a final signature to gain departure. (Mr Egan, Miss Wood or Mr Cleary)

### Step 4: Secondary Office Sign out

Sign out in the secondary reception

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## Our Expectations

At Deira International School, we aim to create a culture of learning where students are happy, enthusiastic, motivated and ambitious. It is important to provide a secure, caring and stimulating environment for all students, and encourage mutual respect, support and collaboration between all adults and students.

### AS A PARENT, I WILL:

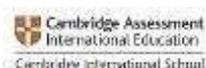
- Support my child's academic and social development by following their progress at school, discussing what they are learning, and monitoring any homework as per school policy.
- Check the student planner weekly to ensure that my child is organised with current work and record any concerns or praise as appropriate.
- Attend Parent Teacher meetings to discuss progress and targets for improvement.
- Maintain the highest possible level of attendance for my child, with a minimum of 97% per term.
- Support the school's policies regarding attendance, uniform, equipment, homework and behaviour.
- Attend and support school events, wherever possible.
- Ensure that school fees are paid on time.
- Ensure that my child arrives at school on time (at the latest 7.50am) and is picked up promptly at the end of the school day or after ECA's have finished.
- Ensure that I (or the adult collecting the child) wear the DIS parent visitor badge whilst on site.
- Ensure that all school fees are paid on time.

### AS A STUDENT, I WILL:

- Maintain the highest possible level of attendance, with a minimum of 97% per term and be punctual to lessons.
- Bring all of the equipment I need for each day including a **charged digital device** for learning.
- Complete my class work, flipped learning and homework to the best of my ability.
- Share what I am learning with my parents at home and discuss any concerns.
- Follow the school's behaviour policy both in school and in the community.
- Be interested to learn about and respect other people's cultures, beliefs, customs, festivals, traditions and feelings.
  - Embody the DIS Core Values and be DIS...
  - Speak to a trusted adult if I am worried, unhappy or in difficulty for any reason.
  - Deliver any communication between my parents and school without delay.
  - Leave all personal valuables at home or take full responsibility for their safe-keeping if brought into school.

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### An IB Student Expectations:

Hard-working students who are organized, conscientious, and open minded will find success in IB classes. IB programmes work best for curious students who self-identify as thinkers. Students should want to be a member of a learning community and should know that asking for help is essential for learning.

A student who decides to participate in the IB program can expect to:

- work very hard.
- learn to learn, emphasizing process over content.
- consider the real-world applications of knowledge.
- demonstrate responsibility and self-discipline.
- learn from fellow students as well as teachers.
- consider issues of global significance.
- question assumptions about knowledge and about the world.

A student entering the IB Programme makes a commitment to the following standards:

1. Arrive with an open mind.
2. Become a lifelong learner.
3. Be principled with deadlines, attendance and punctuality.
4. Become a reflective learner.
5. Be an active learner
6. Engage in critical thinking, an exercise that develops analytical reasoning.
7. Value the importance of personal integrity and academic integrity
8. Learn to care about people and the world in which we live

### IB Coursework Intervention Support

At DIS we place a high emphasis on students being principled in meeting coursework deadlines.

Where students find it challenging to meet deadlines independently, we offer mandatory interventions sessions for students on the following times.

<b>Coursework Intervention</b>				
<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
Lunch 12:10 - 13:10	Lunch 12:10 - 13:10	Lunch 12:10 - 13:10	Lunch 12:10 - 13:10	Lunch 12:10 - 13:10
15:30 -16:30	15:30 -16:30	14:30 -16:30	15:30 -16:30	15:30 -16:30

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## Attendance

### Every Day Matters

Keeping students in education is vital for their success at school and in later life. Research tells us that student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. The fewer days that students are at school, the less chance they have of achieving. Missing school isn't just about missing learning, it's also about all the opportunities that are missed – every day matters.



At Deira International School, we encourage students to attend school as much as possible and educate students on how missing a day 'here and there' can influence final grades. Poor school attendance can also result in the following issues;

- Students fall behind in their work
- Can lead to a decrease in motivation levels
- Can affect their enjoyment of learning
- Can affect their desire to attend school regularly
- Can affect their confidence in school
- Can mean they miss out on the social life of school and extra-curricular opportunities and experiences

### Punctuality

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the senior leadership team and where needed, the school Head Teacher. We understand that there may be infrequent situations when you are unavoidably delayed if this is the case, please call the school by 7.40am to inform our reception team of your child's lateness.

If your child arrives after 8am he/she must go to the Reception desk to collect a 'late slip' before going to join his/her class. This ensures that the Reception Team marks the child as 'present' in the Register so that we always know how many students are on site in case of an emergency. If the child arrives at class and does not have this 'Late Slip' from Reception, the teacher will ask him or her to return to Reception to collect one; this ensures all students are accounted for.

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## Operational Information

### IB Student Uniform Policy 2021-2022

#### School Policy:

IB Students are expected to dress according to the IB uniform and be presentable at all times.

2. All students must comply to dress code as outlined below unless they are given permission otherwise by the IB Coordinator.
3. Students will be given a verbal reminder by their Tutor in the first instance, and then Heads of Year in the second instance, if he/she does not adhere to the school policy.
4. If any further non-compliance continues, a written warning will be issued by IB Coordinator and will be recorded in the student's records.
5. Any further non-compliance to the school policy may result in the student's termination.

#### Male students:

- A tailored shirt must be worn and should be long or short sleeved and worn with a neck tie, no bow ties. (only white under shirts allowed). Any colour is permitted but no bright garish colours. Patterned shirts are not acceptable.
- Trousers must be tailored and should be navy blue, grey or black.
- No explicitly branded jumpers.
- No hoodies permitted (knitted/wool cardigans and jumpers only).
- No denim (any colour; **including black**).



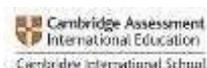
#### Footwear

- No flip flops or plastic beach footwear permitted in school.
- Smart **black** or **brown** leather dress shoes only (No trainers, TOMS, Pumps, Converse or Biker boots)



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#### Female students:

- No denim (any colour; **including black**).
- No hoodies permitted (knitted/wool cardigans and jumper only)
- No chokers

#### Ladies tops

- A tailored shirt must be worn and should be long or short sleeved. Any colour is permitted but no bright garish colours. Patterned shirts are not acceptable. No blouses.
- No explicitly branded jumpers.



#### Skirts

- Should be navy blue, black or grey
- Hemline should sit on the knee when seated.
- Small slits/kick pleats permitted.
- Pencil skirts should not be figure hugging.
- No tight-fitting skirts and no bodycons.

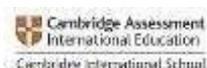
#### Trousers

- Tailored trousers to be worn in either navy blue, grey or black.
- No tight fitting or untailored trousers.



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### Footwear

- No flip flops or plastic beach footwear permitted in school.
- No wedges or open closed shoes / sandals
- Comfortable **black, brown, nude or grey** leather dress shoes only shoes are recommended. (No trainers, TOMS, Pumps, Converse, Biker boots)



### Make up and jewellery

- Make up is permitted, but should be subtle. Colours should be neutral.
- Excessive eye make-up, unnaturally heavy mascara, brightly coloured or overly glossy lipstick are not permissible and girls will be asked to remove make up, on the day, at the discretion of any member of staff.
- A small pair of ear studs are permitted. (No large hoops)
- Multiple earrings are not permitted. Nose studs and piercing in other parts of the body are not permitted.
- Items of religious significance may be worn with the prior written permission of the Head of Year only, following written parental request.
- IB students are allowed to wear a discreet necklace, one bracelet and one ring (this applies to both male and female students)
- IB Girls may have clear polish, pastels, or French manicure only.
- Tattoos should not be visible.

### Hair

- Any artificial change in hair colour should have a natural appearance.

### Uniform Infraction Policy:

- First infraction;** tutor verbal warning
- Second infraction;** behavior infraction formally recorded
- Third infraction;** behavior infraction formally recorded and email to parents
- Fourth infraction;** exclusion from lessons

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### School Lanyard

- It's requirement for ALL students to wear their school lanyard.
- Safeguarding – Students must visibly wear their student lanyard and ID card as show in the picture. This will allow us to safeguard all students in the building.
- Teamwork and Collaboration – Allows for further teamwork and collaboration opportunities, further enhancing the learning of our students.
- House Spirit and Community Cohesion – Allows students to demonstrate house spirit and to feel a part of the DIS community.
- Digital – Allows students to access contactless facilities such as the library and the canteen.



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## Equipment

To ensure the health and safety of students and the continuation of effective learning the following equipment must be brought into school on a daily basis.

### Sanitization list

- Face Masks (at least three)
- Hand sanitization
- Wipes
- Gloves (Optional)



### Calculator:

Students require the CASIO CG50 graphical calculator for their option 5 course, it is expected that this specific model is brought to class every lesson. Easily found online in most major retailers.



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## Mobile Phones

Mobile phones are allowed in school, but they must be turned off and in bags throughout the school day. Teachers may allow students to use mobile phones in the lesson for educational purposes if it is appropriate. This will be communicated well in advance.

Mobile phones are not to be used on the school site.

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## Common Room Policy and Study Rooms (U13-15)

The common room is only available to Year 13 students on a rotation **before school, break, lunch and after school.**

Year 13 Common Room Rotation	
Oryx:	Sunday
Tahr	Monday
Saluki	Tuesday
Falcon	Wednesday
Weekly House Champions	Thursday

### Lunch Areas:

- Year 12: U13 – 15
- Year 13: G4 & 22

### Punctuality

- Make your way to class at least 5 minutes before the next lesson is due to begin
- Break and lunch timings: all students should have left the common room by break 10:05, lunch 12:05

### Housekeeping

- No social media at any time
- Wash your own plates/cutlery, dry and put away (not available due to Covid)
- Put rubbish in bins
- Keep feet off furniture
- Do not sit on the floor
- Do not sit on the arms of the sofas
- No lying on sofas
- All bags to be left in lockers at all times
- No takeaway cafeteria food
- Maintain a polite noise level
- No pushing/shoving
- Clear all food from the fridge at the end of each day (not available due to Covid)

### Social behaviour and cultural sensitivity

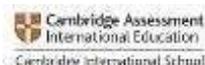
- Ensure appropriate language is used
- No public displays of affection

### Monitoring and ownership

- Students will have the responsibility to monitor the common room policy. Schedule will be made available.
- Individuals who are not maintaining the required standards will lose the privilege

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of the use of the common room.

### **Study Room Policy**

If an IB student has a non-teaching period on their timetable, they are required to be present in the IB study room. This is a mandatory requirement. The IB study room is located in U13.

Please see the following expectation in relation to behaviour and ethic in the study room

- The study room is a silent area
- No group study is permitted
- No food is permitted
- No mobile phones
- No social media

### **References and Predicted Grades**

All IB students will require teacher and/or IB Coordinator references letters and predicted grades for university applications. These are key factors in students receiving university offers. From Day 1 in Year 12, student attendance, behaviour and engagement with the programme will influence school references. The personal standards set by students on a daily basis both inside and outside the classroom contribute towards both two component

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## Academic Integrity:

The IB programme encourages students to be inquiring, to think critically and to discuss and challenge the ideas of others. Students are then required to shape their own thoughts and ideas through a variety of forms, such as presentations, discussions, images and a variety of written forms. It is therefore, important, in any work completed, that we acknowledge these ideas and give credit where it is due. IB defines **Academic Misconduct** as a behaviour (whether deliberate or negligent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment components.

**Breaches to IB regulations. Plagiarism, collusion and cheating** are serious offenses and will be reported as misconduct.

\***Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without appropriate, clear and explicit acknowledgment.

\***Collusion** supporting malpractice by another student, for example, allowing your work to be copied.

Cheating:

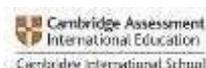
\*Taking unauthorised material into an examination room

\*Stealing examination materials

\*Disruptive behaviour during an examination

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The following are examples of plagiarism, collusion and cheating:

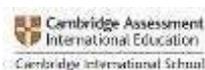
- ❑ Copying another person's assignment or allowing someone else to copy your assignment
- ❑ Substituting synonyms for another person's word choices or restating someone else's ideas in your own words without crediting the source
- ❑ Handing in another person's work as your own
- ❑ Dividing questions on an individual assignment so that several students answer a portion of the assignment, permitting each other to copy answers. Although group work and co-operative learning are often encouraged, individual assignments must remain the work of the individual student. **Always ask your teacher if an assignment may be completed with others. Do not assume it is allowed**
- ❑ Copying sentences, phrases, paragraphs, or pages from books, web sites, or other sources **without providing documentation.** Writing should be either original or attributed
- ❑ Using intellectual property (pictures, graphs, diagrams, quotes, books, films, music recordings, television, or any other media) without proper citations
- ❑ Taking answers from another student's quiz or test paper, using a crib/cheat sheet or sharing answers during a testing situation
- ❑ Falsifying data, conclusions, and answers and presenting them as fact
- ❑ Stealing, taking images of assessments
- ❑ Discussing examination questions in any manner with students who have yet to take the examination.

The IB community at DIS is committed to producing principled students as defined by the IB Learner Profile. There is zero tolerance for misconduct.

***“Principled:** act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They will take responsibility for their own actions and the consequences that accompany them.”* International Baccalaureate 2017

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### **Responsibility of the IB Coordinator**

- Provide teachers, students and parents with the most up-to-date IB publications in regards to Academic Honesty policies.

### **Responsibility of the IB Teachers**

- Provide students with clear expectations for assignments. i.e. students should assume a given assignment is their own original work unless other specific criteria is set by the teacher
- Provide students with clear expectations for assignments that do allow for collaborative work
- Provide students with clear guidelines as to the range of permissible resources used on a particular assignment
- Provide students with ongoing support on the requirements for citing and acknowledging original authorship
- Correctly reference all materials shared with students.

### **Responsibility of the IB Student and supported by the Parent**

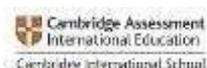
- Follow ethical academic behaviour as defined by the DIS academic Policy
- Use appropriate reference and citation style as instructed
- strive to emulate and apply the qualities of a learner as depicted in the IB Learner Profile
- Follow all DIS guidelines for homework, make-up work, and behaviour as described in the DIS Student Handbook.
- Maintain individual expected grades and follow any intervention guidelines. If grades do not improve, the student's participation in the IBDP will be reevaluated
- Fulfill all IB Diploma requirements, if committed as a full IB Diploma Candidate
- Read the Academic Integrity Policy in full on the IB website with his or her parent/guardian

#### **Disciplinary consequences for breach of Academic Honesty Policy are as follows:**

- Upon the first incident of suspected breach of the Academic Integrity Policy, the teacher will notify the parents and the IB Coordinator
- After examining the evidence and noting the seriousness of the violation, the IB Coordinator and teacher will meet with the parties involved and will proceed in one of two ways based on the severity/nature of the violation

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## University and Careers Support

**Mrs Ayaz –Head of University and Careers Counselling**

**University Mentor**

**University Mentor**

**University Mentor**

University Mentors

Mr Cleary

Mrs Masand

Mrs Thomasson

### Application Support

- Application Support (All Destinations)
- Elite Uni Application Support
- University Shortlisting Support
- The College Essay & Writing Support
- Personal statements
- Scholarship application support
- Transcripts
- References
- Predicted Grades
- University Readiness Workshops
- Mock Interviews and Interview Preparation

### Test Preparation Guidance

- SAT I, SAT II, ACT,
- TOEFL & IELTS
- UCAT
- BMAT
- LNAT
- EMSAT (UAE)

### University Mentoring

#### Career Planning

- Psychometric Testing
- Personality testing
- Job fairs
- CV writing

#### Summer Programmes

- International
- Online
- Campus tours

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## Internships

- Al Futtaim Internships
- UAE Internships

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